

GUIDE FOR STATE ACCREDITATION OF IOWA COMMUNITY COLLEGES



Iowa Department of Education
Division of Community Colleges and Workforce Preparation
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CONTENTS

Preface	5
Iowa Community College Accreditation: An Overview	6
Step-by-step Accreditation Process	6
Self-study Report	6
Comprehensive Evaluation	7
Interim Evaluation	7
Focus Evaluation	8
Sample Crosswalk: NCA Self-study to Iowa Accreditation	8
Iowa Community College State Accreditation Criteria	11
NCA Accreditation	11
Iowa Accreditation Criteria (with Examples of Evidence)	12
A. Mission and Governance	12
A1. Mission Statement	12
A2. Organizational Structure	12
A3. Participation in Governance	13
A4. Policies and Procedures	13
A5. Availability of Services	14
A6. Diversity	14
B. Instruction and Curriculum	15
B1. Criteria for Awards	15
B2. Scope of Opportunities and Services	15
B3. Learning Resources	16
B4. Responsiveness to Community	16
B5. Articulation	17
C. Student Support Systems and Services	18
C1. Catalog	18
C2. Program Development	18
C3. Student Records	18
C4. Scope of Student Services	18
C5. Student-centered Environment	19
C6. Curricular Support Services	20
D. Administration and Human Resources	20
D1. Ethical Practices	20
D2. Strategic Planning	21
D3. Communications	22
D4. Personnel Licensure	23
D5. Staff Development	23
E. Finances and Facilities	24
E1. Financial Resources	24
E2. Physical Resources	24
State Accreditation Team	25
Team Composition	25

Team Selection	25
Team Review Procedure	25
Team Responsibilities	26
A Planning Checklist for the Team Chairperson	26
Schedule for Comprehensive and Interim Site Visits	27
APPENDIXES	
1. Frequently Asked Questions	28
2. Sample Timeline for the Iowa Comprehensive Evaluation Process . . .	30
3. Iowa Code 1997: Section 260C.47 and Administrative Rules	33
4. Definitions Relating to Accreditation	39
5. Sample Guides to Materials in the Resource Room	41
6. Iowa Accreditation Visit Schedule	46
7. Sample Criterion Evaluation	47
8. Accreditation Evaluation	48

PREFACE

The changing role of community colleges in higher education and improving institutional effectiveness led to the passage of legislation in 1990 requiring the development of state accreditation standards for Iowa's community colleges. This legislation outlined requirements for new standards and a new accreditation process for community colleges that addresses issues of quality, access, accountability, and institutional improvement.

In the spring of 1991, Iowa Department of Education (DE) staff issued a concept paper on community college accreditation and established a cross-departmental work team to coordinate the development of the new process and standards. This team outlined a philosophical framework for the new standards which stipulated that rather than being prescriptive, the new standards should provide directions or goals toward which colleges should strive, including those qualities that characterize the best in community college education. The work team also decided that significant involvement on the part of the community colleges was essential to the success of this project. The Task Force on Accreditation and Program Review (community college chief academic officers) was established to work with the department and the Community College Accreditation Advisory Committee (including representatives of business, industry, government, community, and other stakeholder groups) was formed to provide broad community input.

By October 1992, the work team and the task force had reached consensus on a preliminary set of 47 standards. These were developed by subcommittees composed of community college and DE personnel and each was accompanied by rationale to clarify its purpose. Input on these preliminary standards was sought through 15 open forums conducted across the state in November and December 1992. The work team and task force used the input to make revisions. In order to move away from the concept of minimum accreditation standards and assist in communicating the institutional improvement focus of the accreditation process, the "Preliminary Accreditation Standards" were renamed the "State Criteria for Evaluation of Iowa Community Colleges."

During the early stages of this process, one major issue emerged; community colleges were concerned about the duplication of effort in meeting both state and regional (North Central Association [NCA]) accreditation requirements. Amendments to the original legislation were passed in 1993 to address this issue by including the language "The state accreditation process shall be integrated with the accreditation process of the North Central Association of Colleges and Schools, including the evaluation cycle, the self-study process, and the criteria for evaluation. . . ." See Sec.260C.47(1) Code of Iowa (1997).

The State Board approved 36 state criteria and a pilot process on June 9, 1994. Information from the pilot process in 1995 and 1996 resulted in a recommendation from community college personnel that the number of criteria be reduced through consolidation of similar criteria. On August 8, 1997, the State Board adopted 18 criteria. The rules for community college accreditation became effective on October 1, 1997.

State accreditation of Iowa's community colleges is a process by which Iowa community colleges and the DE can:

- ☐ Improve the quality of post-secondary education to the citizens of Iowa
- ☐ Address the economic well-being of Iowa through improved workforce preparation
- ☐ Prepare for NCA accreditation

The development of the Iowa community college accreditation process has been, from its inception, a cooperative effort of the community colleges and the DE and will continue to be.

IOWA COMMUNITY COLLEGE ACCREDITATION: AN OVERVIEW

Step-by-step Accreditation Process

1. The DE distributes the *Iowa Community College State Accreditation Guidelines* approximately one year in advance of a comprehensive evaluation visit and/or an interim evaluation visit.
2. The community college identifies to the DE any areas they wish to receive special attention during the visit. The DE determines the makeup of the visitation team based on the size and the needs of the institution.
3. The community college completes the self-study process and prepares the self-study report for submission to the department approximately two months before a comprehensive evaluation visit and approximately two months before an interim evaluation visit. For a comprehensive evaluation, the college also submits a copy of their NCA self-study report, if it is a separate document from the Iowa self-study report.
4. The evaluation team reads the college's report and prepares for the visit. Based on the report, additional DE and/or community college personnel with special expertise may also be added to the team if the team deems it necessary.
5. The evaluation visit is conducted.
6. The team writes a report and makes recommendations concerning continued accreditation, meeting accreditation criteria, and institutional improvement, as appropriate. If formal recommendations are made which require action on the community college's part, the department will specify requirements, including time-lines.
7. The team's evaluation report is sent to the college for review and correction of errors of fact.
8. The team submits its evaluation report to the Director and the State Board of Education for approval.
9. A copy of the final evaluation report is sent to the college. The college may respond to the report.
10. If problems exist which could affect the college's state accreditation status, the Director notifies the college.
11. The DE provides technical assistance to the college in areas where need for improvement is indicated.
12. If a recommendation is for accreditation to be withdrawn if a problem is not satisfactorily addressed, the community college has one year to remedy the problem or lose accreditation for that "program". (See Chapter 260C.47, Iowa Code in the Appendix).

Self-Study Report

In response to the focus on improving institutional effectiveness, the college will conduct an institutional self-study and prepare a self-study report, which will be sent to the department two months before the date of a comprehensive visit. The department encourages colleges to submit a single self-study report, assuming that this report addresses the requirements of both NCA and the state. Nevertheless, colleges are free to submit to the state a separately prepared self-study report, which addresses all state

requirements. The examples of evidence associated with the state criteria for evaluation will guide the development of the self-study report. If a college opts to combine the state and NCA self-study reports, an index will be required to specify where each state criterion is addressed.

The self-study report will be used by the evaluation team to determine recommendations for continued accreditation and/or improvement. Questions, concerns, and areas to verify arising from the report will be investigated during the evaluation visit. The evaluation team will study the report to determine that:

- ☐ The self-study process was comprehensive and seriously conducted
- ☐ The self-study process was designed to serve as a basis for institutional improvement, exploring both strengths and weaknesses
- ☐ Evidence cited to support compliance with each criterion are convincing
- ☐ Conclusions drawn by the college based on the self-study are valid and appropriate
- ☐ Conclusions drawn by the college concur with the conclusions drawn by evaluation team members.

Reports for interim and focus evaluations will be limited to progress and/or status reports for topics directly connected with that evaluation and will include formal documentation as required.

Comprehensive Evaluation

A comprehensive accreditation evaluation will be conducted in conjunction with the college's NCA accreditation cycle. The evaluation process will include a visit to the college which:

- ☐ Lasts two or more days depending on needs
- ☐ Focuses on areas identified through review of the college's self-study
- ☐ May include issues or concerns identified through the program evaluation process
- ☐ May include issues or concerns that the DE has documented
- ☐ May include issues or concerns that the college has identified and wishes to have reviewed
- ☐ May include targeted topics for community college system evaluation. (These would be for purposes of statewide recommendations, guidelines, changes in mandates, proposed legislation, etc.)

Interim Evaluation

As required by the legislation, an interim evaluation will be conducted halfway between comprehensive evaluations. The interim evaluation may include a visit to the college. Specific requirements will be clearly outlined six months before the evaluation visit and will focus on:

- ☐ Recommendations made in the state comprehensive evaluation report
- ☐ Recommendations contained in the NCA's evaluation report
- ☐ Documented issues that have arisen since the comprehensive visit

In addition, the interim evaluation may include:

- ☐ Issues that may be found to merit evaluation more frequently than the comprehensive evaluations

- ❑ Issues or concerns that the college has identified and wishes to have reviewed
- ❑ Targeted topics for community college system evaluation
- ❑ Issues or concerns identified through the program evaluation process

Focus Evaluation

Focus evaluations may be recommended by a comprehensive or interim evaluation team, or may be initiated by the DE for one or more of the following reasons:

- ❑ A pattern of serious complaints
- ❑ Substantial unplanned or unanticipated changes made in the college between scheduled evaluations that were not included in the self-study report prepared for the most recent previous evaluation
- ❑ A violation of rule or law

The DE will carefully evaluate any of the situations indicated above and will contact the college involved. Upon the recommendation of the Director, the DE will assemble a focus evaluation team of at least one DE person and one community college person. The focus evaluation may include a visit to the college. Once initiated, a focus evaluation on a specific subject will be conducted annually until problems are resolved or changes are fully approved and implemented. The DE will also be involved in any focus evaluations required by NCA.

Sample Crosswalk: Iowa Accreditation to NCA Self-study

During the development process for Iowa community college accreditation, community colleges stated that the NCA self-study document should also serve as the state accreditation self-study document. The following example is included with the permission of Northeast Iowa Community College to demonstrate how one community college accomplished that objective.

Northeast Iowa Community College

Iowa Accreditation Rules to NCA Self-study Reference

A. Mission and Governance

(1) Have a mission statement that reflects community needs.	NCA self-study pages 4-6, 13
(2) Have an organizational structure that reflects the mission of the institution.	9
(3) Provide broad involvement and participation in the governance of the institution: <ul style="list-style-type: none"> a. Provide a current board policy manual as set forth in 281-Iowa Administrative Code 21.2(1). b. Document that policies are in place, communicated, and implemented as set forth in 281-Iowa Administrative Code 	xix, 4-6, 9-11, 33, 39-40, 87, 112, 125 Resource room Resource room, Faculty handbook, Catalog,

21.2(1).	Student handbook, Master contracts, Staff meetings
(4) Have policies and procedures that are accessible, revised periodically, communicated on a regular basis, reflect the needs of the constituencies, and serve as a basis for college operations.	Faculty handbook, Catalog, Student handbook, Community services handbook, Master contracts, Staff meetings
(5) Ensure efforts to make education and services available to all learners as outlined in 260C.48(3).	47, 48, 60, 67, 73, 78-79
(6) Demonstrate awareness and understanding of diverse cultures.	57

B. Instruction and Curriculum

(1) Use criteria for awarding certificates, diplomas, and degrees that include a general education component in degree and diploma programs, as set forth in 21.2(10).	40-41
(2) The college meets to the greatest extent possible, educational opportunities and services, when applicable, that include, but not be limited to:	
a. The first two years of college work including pre-professional education.	36-38, 61
b. Vocational and technical training.	
c. Programs for in-service training and retraining of workers.	36-39 74, 79
d. Programs for high school completion for students of post-high school age.	78
e. Programs for all students of high school age, who may best serve themselves by enrolling for vocational and technical training, while also enrolled in a local high school, public or private.	42, 69-70, 92-93, 136
f. Programs for students of high school age to provide advanced college placement courses not taught at a student's high school while the student is also enrolled in the high school.	42, 48, 64
g. Student personnel services.	
h. Community services.	
i. Vocational education for persons who have academic, socioeconomic, or other disabilities which prevent succeeding in regular vocational education programs.	33-35, 43-46 67-96 78, 88-89
j. Training, retraining, and all necessary preparation for productive employment of all citizens.	
k. Vocational and technical training for persons who are not enrolled in a high	60, 76-77

<p>school and who have not completed high school.</p> <p>1. Developmental education for persons who are academically or personally underprepared to succeed in their program of study (as set forth in Iowa Code 260C.1.)</p>	<p>82, 93</p> <p>74-75, 80-82</p>
(3) Provide learning resource services, which support the instructional and informational needs of the students, staff, college and community as set forth in 281-IAC 21.5(260C).	74-75, 80-82
(4) Provide educational services that are responsive to the needs of business, industry, labor, and community.	60, 76-77
(5) Have an articulation process with secondary and post-secondary educational institutions.	42, 49

C. Student Support Systems and Services

(1) Provide a catalog, which shall be the official publication of the community college as set forth in 281 Iowa Administrative Code 21.2(7)	Resource room
(2) Follow a defined process for developing and maintaining educational programs including assessing student academic achievement.	36, 46-61
3) Maintain accurate, confidential and accessible student records as set forth in 281-Iowa Administrative Code 21.2(11).	34, 44
(4) Provide services which address recruitment, admissions, assessment/placement, advisement, orientation, financial assistance, counseling, records retention and student activities that are responsive to the needs and expectations of students.	43-46
(5) Provide a student-centered environment.	43, 53, 60-61
(6) Provide curricular support services through counseling, academic advisement, and placement transition assistance based on identified needs.	42-46

D. Administrative and Human Resources

(1) Demonstrate ethical practices in both internal and external relationships	64, 65, 90-94, 129-132
(2) Utilize a comprehensive, on-going strategic planning process in which staff analyze and evaluate data and information for continued institutional effectiveness.	9-11
(3) Demonstrate effective internal and external communications.	33, 84, 87, 89-92, 112

(4) Employ qualified and appropriately licensed personnel as set forth in 281-IAC 21.3(260C).	31-32
(5) Identify needs and provide opportunities for staff development.	33, 71, 112

E. Finances and facilities

(1) Organize financial resources to support its offerings and services.	97, 99-111
(2) Provide physical resources and appropriate technologies to support its offerings and services as set forth in 281-Iowa Administrative Code 21.10(3)(e)(2)(260C).	114-121

IOWA COMMUNITY COLLEGE STATE ACCREDITATION

The purpose of accreditation of Iowa's community colleges is to confirm that each college is offering quality programs and services consistent with state standards.

Each community college is subject to accreditation by the State Board of Education, as provided in Iowa Code Section 260C.47. The State Board of Education shall grant accreditation if a community college meets the following established criteria. The criteria, and the rationale and examples of evidence listed with them, were developed by teams composed of department and community college staff. A sample criterion evaluation team evaluation sheet is shown on page 35.

NCA Accreditation

In order to be accredited by the Iowa State Board of Education and maintain accreditation status, a community college must be accredited by the North Central Association of Colleges and Schools (NCA).

Rationale: Institutional accreditation provides public confirmation that the educational services provided by the college are of acceptable quality within the higher education community. The accreditation process assists each institution to improve its own activities. Public validation of quality is necessary for the transfer of credits between post-secondary institutions. Many state and federal programs require NCA or similar accreditation as a prerequisite for the awarding of funds to both students and the college.

Examples of Evidence:

- ☐ Official Letter of NCA Accreditation Status (**Required**)

IOWA ACCREDITATION CRITERIA WITH RATIONALE AND EXAMPLES OF EVIDENCE

A. Mission and Governance

A1. The college has a mission statement that reflects community needs.

Rationale: A publicly stated commitment concerning the institution's mission, its purposes, and the constituencies to be served is essential. A clearly projected mission statement provides the college community with a shared sense of purpose, direction, significance, and achievement. [It also provides the frame of reference for determination of community needs.]

Examples of Evidence:

- ☐ Assessments of the needs of constituents and the community
- ☐ Procedure for evaluation and revision of the mission
- ☐ Dissemination processes
- ☐ Minutes showing board approval
- ☐ Constituents understands the mission statement
- ☐ Mission reflects the institutional values and practices
- ☐ The board has adopted statements of mission, vision, values, goals, and organizational priorities that together clearly and broadly define the college's mission.
- ☐ The mission, vision, values, and goals documents define the varied internal and external constituencies the college intends to serve.
- ☐ The mission documents include a strong commitment to high academic standards that sustain and advance excellence in higher learning.
- ☐ The mission documents state goals for the learning to be achieved by its students.
- ☐ The college regularly evaluates and, when appropriate, revises the mission documents.
- ☐ The college makes the mission documents available to the public, particularly to prospective and enrolled students.
- ☐ The college's commitments are shaped by its mission and its capacity to support those commitments.

A2. The community college has an organizational structure, which reflects the mission of the institution.

Rationale: To be effective and efficient, a college must have a structure that defines employee's responsibilities and authority. An objective employee evaluation provides a framework for the college to assist employees in improving performance within the organization.

Examples of evidence:

- ☐ Staffing and hiring patterns (employee demographics)
- ☐ Current organizational chart
- ☐ Written human resources policy and procedures
- ☐ Employee evaluation
- ☐ Affirmative Action Plan
- ☐ Job descriptions

- ❑ The board, administration, faculty, staff, and students understand and support the college's mission.
- ❑ The college's strategic decisions are mission-driven.
- ❑ The college's planning and budgeting priorities flow from and support the mission.
- ❑ The goals of the administrative and academic subunits of the college are congruent with the college's mission.
- ❑ The college's internal constituencies articulate the mission in a consistent manner.
- ❑ The board enables the college's chief administrative personnel to exercise effective leadership.
- ❑ The distribution of responsibilities as defined in governance structures, processes, and activities is understood and is implemented through delegated authority.
- ❑ People within the governance and administrative structures are committed to the mission and appropriately qualified to carry out their defined responsibilities.

- A3. The college is organized to provide for broad involvement and participation in the governance of the institution.**
- 1. Provide a current board policy manual, as set forth in subrule 21.2(1).**
 - 2. Document that policies are in place, communicated, and implemented, as set forth in 281-Iowa Administrative Code 21.2(1).**

Rationale: Involvement in governance by faculty, staff, students and the community strengthens the institution and contributes to meeting its mission through communication, informed decision making, greater community support, and cooperative problem solving.

Examples of Evidence:

- ❑ Board policy manual (*Required*)
- ❑ Plans/procedures and evidence for involvement of faculty, staff, and students in governance
- ❑ Advisory committee input

- A4. The College has policies and procedures, which are accessible, revised periodically, communicated on a regular basis, reflect the needs of the constituencies, and serve as a basis for college operations.**

Rationale: Information about a college's constituencies, along with their input, helps ensure the development and implementation of policies that truly speak to the needs of those constituencies and thereby sharpen the focus of the institution. To meet the ever-changing needs of its constituencies – including employees – the colleges policies and procedures need to undergo regular review, revision, and communication to its constituencies. Communication is critical to effective review and revision of policies and procedures.

Examples of Evidence:

- ❑ Documentation that institutional policies are in place, communicated and implemented
- ❑ Systematic process based on needs identification is in place for review and revision of policies
- ❑ Examples of communication of Board policies
- ❑ Cyclical review and revision of policies
- ❑ Board policies and practices document the board's focus on the college's mission.
- ❑ Effective communication facilitates governance processes and activities.
- ❑ The college evaluates its structures and processes regularly and strengthens them as needed.
- ❑ The activities of the college are congruent with its mission.

A5. The college ensures efforts to make education and services available to all learners, as outlined in Iowa Code subsection 260C.48(3).

Rationale: Curricula and services must be broad and varied in order to meet the needs of all students and prospective students. To accomplish this, a college must be aware of the special needs of all students, not just recent high school graduates. Additionally, attention must be given to identifying special needs based on gender, race, and culture.

Examples of Evidence:

- ☐ Recruitment and retention strategies
- ☐ Student demographics
- ☐ Methods and procedures used to identify and meet student needs
- ☐ Plans for improving access
- ☐ Recruitment and marketing strategies
- ☐ Data on numbers and characteristics of persons served
- ☐ Market penetration data
- ☐ Student satisfaction surveys
- ☐ Specific locations where and when education and services are offered
- ☐ Evidence of easy access to admission and registration services

A6. The college demonstrates awareness and understanding of diverse cultures.

Rationale: As a part of the global community, the college has an obligation to expose students and community members to the diversity of cultures, values, languages, and ideas within their communities, the college district, the state, the nation, and the world. This diversity should be reflected in the curricula and through activities sponsored by the college.

Examples of Evidence:

- ☐ Staff development programs
- ☐ Affirmative Action plan
- ☐ Events scheduled (speakers, workshops, etc.)
- ☐ Community partnerships
- ☐ Student and staff demographics
- ☐ Planning documents (evaluations, etc.)
- ☐ In its mission documents, the college addresses diversity within the community values and common purposes it considers fundamental to its mission.
- ☐ The mission documents present the college's function in a multicultural society.
- ☐ The mission documents affirm the college's commitment to honor the dignity and worth of individuals.
- ☐ The college's required codes of belief or expected behavior are congruent with its mission.
- ☐ The mission documents provide a basis for the college's basic strategies to address diversity.
- ☐ The college demonstrates attention to the diversity of the constituencies it serves.

B. Instruction and Curriculum

B1. Utilize criteria for awarding certificates, diplomas, and degrees, which includes a general education component in degree and diploma programs, as set forth in 281-Iowa Administrative Code 21.2(10).

Rationale: Established criteria consistent with national trends and guidelines are essential for compliance with institutional and statewide articulation agreements. They also communicate the college's expectations to students, thereby ensuring a smoother path to completion of their goals.

General education is intended to provide breadth of learning to the community college experience. General education imparts common knowledge, promotes intellectual inquiry, and stimulates the examination of different perspectives, thus enabling people to function effectively in a complex and changing world. General education is not directly related to an individual student's technical, vocational, or professional field but prepares a student to meet personal, social, and lifelong learning needs.

Each community college degree and diploma program includes a college-level general education component appropriate to the length and purpose of the program. The general education component is developed at the institutional level, using criteria appropriate to the institutions, general education philosophy, state guidelines, and requirements of applicable accrediting bodies. Each community college is responsible for clarifying, articulating, publicizing, and assessing its general education program.

Examples of Evidence:

- ☐ Published college definition of "general education," with requirements
- ☐ Degree, diploma, certificate requirements
- ☐ Program content which shows "general education" component
- ☐ The college integrates general education into all of its undergraduate degree programs through curricular and experiential offerings intentionally created to develop the attitudes and skills requisite for a life of learning in a diverse society.
- ☐ The college regularly reviews the relationship between its mission and values and the effectiveness of its general education.

B2. Meet, to the greatest extent possible, educational opportunities and services, when applicable, but not be limited to:

- 1. The first two years of college work including pre-professional education**
- 2. Vocational and technical training**
- 3. Programs for in-service training and retraining of workers**
- 4. Programs for high school completion for students of post-high school age**
- 5. Programs for all students of high school age, who may best serve themselves by enrolling for vocational and technical training, while also enrolled in a local high school, public or private**
- 6. Programs for students of high school age to provide advanced college placement courses not taught at a student's high school while the student is also enrolled in the high school**
- 7. Student personnel services**
- 8. Community services**
- 9. Vocational education for persons who have academic, socioeconomic, or other disabilities which prevent succeeding in regular vocational education programs**

10. **Training, retraining, and all necessary preparation for productive employment of all citizens**
11. **Vocational and technical training for persons who are not enrolled in a high school and who have not completed high school**
12. **Developmental education for persons who are academically or personally underprepared to succeed in their program of study, as set forth in rule 21.5(260C)**

[Items B2.1–B2.12 are taken directly from Iowa Code Section 260C.1.]

B3. The college provides learning resource services, which support the instructional and informational needs of students, staff, college, and community, as set forth in 21.5(260C).

Rationale: Library, media, and information services are an integral part of high quality educational programs. These services should include a range of information, resources, associated equipment, and services. They should be available to students, faculty, staff, and the community.

Examples of Evidence:

- ☐ The purpose, responsibilities, and functions for learning resource services are clearly defined and implemented
- ☐ User satisfaction surveys
- ☐ Collection of materials, equipment, and information that are current and appropriate to the needs of the institution
- ☐ Selection of materials based on user input
- ☐ Student development programs support learning throughout the student's experience regardless of the location of the student.
- ☐ The college regularly assesses the effectiveness of its learning resources to support learning and teaching.
- ☐ The college supports students, staff, and faculty in using technology effectively.

B4. The college provides educational services, which are responsive to individuals, business, industry, labor, and community.

Rationale: In forming the community college system, the Iowa General Assembly provided that all residents of the state would have access to educational services. In fulfilling the concept of citizen services, community colleges have responsibilities beyond the confines of the campus and traditional programming. In order to make Iowa business and industry globally competitive, the colleges' objectives include the creation and retention of jobs, establishment and maintenance of safe workplaces, and development of a highly skilled, productive workforce through opportunities for training and retraining. The establishment and maintenance of ties with community groups is critical in determining the need for training and other educational services.

Examples of Evidence:

- ☐ Recruitment and retention strategies
- ☐ Characteristics of persons served
- ☐ Student satisfaction surveys
- ☐ Accessibility studies
- ☐ Advisory committees' minutes
- ☐ Needs surveys from employers and labor

- ❑ Programs offered; location; enrollment
- ❑ Evaluation by business, industry, labor
- ❑ Documentation of training provided
- ❑ Addressing training needs specifically related to 260E and 260F
- ❑ Regular academic program reviews include attention to currency and relevance of courses and programs.
- ❑ In keeping with its mission, learning goals and outcomes include skills and professional competence essential to a diverse workforce.
- ❑ The college's outreach programs respond to identified community needs.
- ❑ In responding to external constituencies, the college is well served by programs such as continuing education, outreach, customized training, and extension services.
- ❑ The college's structures and processes enable effective connections with its communities.
- ❑ The college's co-curricular activities engage students, staff, administrators, and faculty with external communities.
- ❑ Community leaders testify to the usefulness of the college's programs of engagement.
- ❑ The college's programs of engagement give evidence of building effective bridges among diverse communities.
- ❑ The college participates in partnerships focused on shared educational, economic, and social goals.
- ❑ The college's economic and workforce development activities are sought after and valued by civic and business leaders.
- ❑ The college provides programs to meet the continuing education needs of licensed professionals in its community.

B5. The college has processes for articulating with secondary and post-secondary institutions.

Rationale: In order to fully serve the community, a community college has a responsibility to promote access both to and from their programs and courses through various articulation processes. Some articulation is mandated by law; some reflect long-standing agreements. Additional formal and informal articulation agreements should be pursued and documented as needed to ensure that students receive maximum recognition for courses taken and competencies gained.

Examples of Evidence:

- ❑ Articulation agreements
- ❑ Transfer statistics
- ❑ Institutional procedures for articulation
- ❑ Evaluations by students and staff of effectiveness of articulation agreements
- ❑ Learning outcomes demonstrate effective preparation for continued learning.
- ❑ Learning outcomes document that graduates have gained the skills and knowledge they need to function in diverse local, national, and global societies.
- ❑ Curricular evaluation involves alumni, employers, and other external constituents who understand the relationships among the courses of study, the currency of the curriculum, and the utility of the knowledge and skills gained.
- ❑ Collaborative ventures exist with other higher learning organizations and education sectors (e.g., K-12 partnerships, articulation arrangements, 2+2 programs).
- ❑ The college's transfer policies and practices create an environment supportive of the mobility of learners.

C. Student Support Systems and Services

- C1. Provide a catalog, which shall be the official publication of the community college, as set forth in 281-Iowa Administrative Code 21.2(7).**
- C2. The college follows a defined process for developing and maintaining educational programs, including assessment of student academic achievement.**

Rationale: Up-to-date, relevant curricula requires regular application of a systematic process that includes the initiation, development, approval, implementation, modification, and deletion of courses and programs. The process should also provide for and respond to input from a wide range of stakeholders, including faculty, administrators, advisory committees, students (both former and current), employers, state agencies, professional organizations, and interested members of the public. In addition, the process needs to assess students progress toward course and program goals.

Examples of Evidence:

- ☐ Copies of state program review results for vocational-technical programs
- ☐ Process for developing, evaluating, and revising programs
- ☐ Minutes of advisory committees
- ☐ Results of evaluation efforts for arts and sciences programs and components of programs
- ☐ Information regarding articulation and student performance follow-up
- ☐ Labor market surveys
- ☐ Types of student assessment tools, methods used, and results
- ☐ [Assessment results inform improvements in curriculum, pedagogy, instructional resources, and student services.](#)

- C3. The college maintains accurate, confidential, and accessible student records, as set forth in 21.2(11).**

Rationale: Documentation of student accomplishment is critical in today's society. In addition to being safe, secure, and accurate, records of student accomplishment must be readily available to students in order to meet their employment and transfer needs and to comply with their right to information.

Examples of Evidence:

- ☐ Policies regarding accessibility and retention
- ☐ Security measures
- ☐ Indication of timely responses to requests
- ☐ [The college ensures access to the resources \(e.g., research laboratories, libraries, performance spaces, clinical practice sites\) necessary to support learning and teaching.](#)
- ☐ [The college evaluates the use of its learning resources to enhance student learning and effective teaching.](#)

- C4. The college provides services, which address recruitment, admissions, assessment/placement, advisement, orientation, financial assistance, counseling, records retention, and student activities which are responsive to the needs and expectations of students.**

Rationale: The needs of a well-rounded community college go beyond the classroom setting. Extracurricular activities and interaction with other students reinforce and support formal classroom instruction. A financial aid program that addresses the needs of its students is provided with more than just financial resources. Administrative policies and adequate personnel to advise students and facilitate timely processing of applications, etc., are necessary for an effective financial aid program. Knowledge of how to be successful in college, what services are available, and what is expected of students once they enroll increases the student's chances for success. Orientation services delivering this information provide the opportunity for effective transition into the college and are particularly important to the non-traditional learner.

Examples of Evidence:

- ☐ Orientation process for students
- ☐ Publications given to interested and new students
- ☐ Effectiveness of orientation plan
- ☐ Recruitment information
- ☐ Documentation of programs offered
- ☐ Information collected is utilized in the decision-making process
- ☐ Descriptions and availability of facilities for activities
- ☐ Number and kind of financial aid available
- ☐ Methods of dissemination of financial aid information
- ☐ Local financial aid available and/or granted
- ☐ Recruitment and retention strategies
- ☐ Student needs/satisfaction survey reports
- ☐ Academic entrance competencies for each program
- ☐ Documentation of students assessment and placement in courses and programs
- ☐ Different types of assessment tools and methods available

C5. The college provides a student-centered environment.

Rationale: Student success and learning are facilitated by the creation and maintenance of a college environment focused on the student.

Examples of Evidence:

- ☐ Student evaluations of faculty, instruction, facilities, and services
- ☐ Study space
- ☐ Extracurricular activities
- ☐ Clubs and student organizations
- ☐ Access to instructors
- ☐ Physical facilities
- ☐ Student Center
- ☐ Student inclusion in evaluative processes
- ☐ Adequate and varied delivery services
- ☐ Accessibility of facilities
- ☐ Campus safety procedures and reports
- ☐ The college provides an environment that supports all learners and respects the diversity they bring.
- ☐ The college provides effective staffing and support for its learning resources.

- ❑ The college's systems and structures enable partnerships and innovations that enhance student learning and strengthen teaching effectiveness.
- ❑ Budgeting priorities reflect that improvement in teaching and learning is a core value of the college.
- ❑ The college demonstrates the linkages between curricular and cocurricular activities that support inquiry, practice, creativity, and social responsibility.
- ❑ The college provides curricular and co-curricular opportunities that promote social responsibility.

C6. The college provides curricular support services through counseling, academic advisement, and placement transition assistance based on identified student needs.

Rationale: The open door admission policy of community colleges attracts students who need assistance to succeed in post-secondary education. Some students need help in preparing to take college courses in addition to assistance in succeeding in a course once they are enrolled.

Assessment of students is essential not only to properly monitor their progress, but also to improve and upgrade programs and services. This assessment must be focused on specific programs and on student goals.

Counseling to assist student growth, to optimize academic decision making, to facilitate academic and vocational transition, and to begin the process of resolving personal problems is also critical.

Examples of Evidence:

- ❑ Documentation of how student needs are identified
- ❑ Student assessment information
- ❑ Assistance to under-prepared students.
- ❑ Academic entrance requirements and expected competencies
- ❑ Types of assessment tools and methods used
- ❑ Exit placement activities and planning sessions
- ❑ Adequate staffing and
- ❑ Evaluation of effectiveness of services
- ❑ Access by students to services
- ❑ Advising systems focus on student learning, including the mastery of skills required for academic success.
- ❑ The college's academic and student support programs contribute to the development of student skills and attitudes fundamental to responsible use of knowledge.

D. Administration and Human Resources

D1. The institution demonstrates ethical practices in both internal and external relationships

Rationale: The commitment of staff and students in educational institutions should adhere to ethical practices that are reflected in the institution's mission. It is essential that community colleges adhere to laws and to ethical standards.

Examples of Evidence:

- ❑ Practices are consistent with publicly stated policies

- ❑ Faculty, staff, and students observe academic honesty
- ❑ Publications, statements, and advertising describe accurately and fairly the institution, operations, and programs
- ❑ Contractual agreements with other agencies reflect ethical institutional standards
- ❑ The board exercises its responsibility to the public to ensure that the college operates legally, responsibly, and with fiscal honesty.
- ❑ The college understands and abides by local, state, and federal laws and regulations applicable to it (or bylaws and regulations established by federally recognized sovereign entities).
- ❑ The college consistently implements clear and fair policies regarding the rights and responsibilities of each of its internal constituencies.
- ❑ The college's structures and processes allow it to ensure the integrity of its co-curricular and auxiliary activities.
- ❑ The college deals fairly with its external constituents.
- ❑ The college presents itself accurately and honestly to the public.
- ❑ The college documents timely response to complaints and grievances, particularly those of students.
- ❑ The board has approved and disseminated statements supporting freedom of inquiry for the college's students, faculty, and staff, and honors those statements in its practices.
- ❑ The college follows explicit policies and procedures to ensure ethical conduct in its instructional activities.
- ❑ The college's partnerships and contractual arrangements uphold the college's integrity.

D2. The college utilizes a comprehensive, on-going strategic planning process in which staff analyze and evaluate data for continued institutional effectiveness.

Rationale: A successful community college in today's society must be a dynamic institution, continually responding to change. A comprehensive strategic planning process based on institutional research and evaluation will help assure that the institution actively anticipates and prepares for continued institutional effectiveness.

Examples of Evidence:

- ❑ Strategic plan that includes a mission statement, strategic goals, and strategies for addressing goals
- ❑ Institutional effectiveness measures have been identified
- ❑ Appropriate data is collected and analyzed consistent with strategic goals
- ❑ Involvement of staff, faculty, community, students, and trustees
- ❑ The college evaluates the use of its learning resources to enhance student learning and effective teaching.
- ❑ The college's planning documents reflect a sound understanding of the college's current capacity.
- ❑ The college's planning documents demonstrate that attention is being paid to emerging factors such as technology, demographic shifts, and globalization.
- ❑ The college's planning documents show careful attention to the college's function in a multicultural society.
- ❑ The college's planning processes include effective environmental scanning.
- ❑ The organizational environment is supportive of innovation and change.
- ❑ The college incorporates in its planning those aspects of its history and heritage that it wishes to preserve and continue.
- ❑ The college clearly identifies authority for decision making about the college's goals.

- ❑ The college's planning processes are flexible enough to respond to unanticipated needs for program reallocation, downsizing, or growth.
- ❑ The college has a history of achieving its planning goals.
- ❑ The college demonstrates that its evaluation processes provide evidence that its performance meets its stated expectations for institutional effectiveness.
- ❑ The college maintains effective systems for collecting, analyzing, and using organizational information.
- ❑ Appropriate data and feedback loops are available and used throughout the college to support continuous improvement.
- ❑ Periodic reviews of academic and administrative subunits contribute to improvement of the college.
- ❑ The college provides adequate support for its evaluation and assessment processes.
- ❑ Coordinated planning processes center on the mission documents that define vision, values, goals, and strategic priorities for the college.
- ❑ Planning processes link with budgeting processes.
- ❑ Implementation of the college's planning is evident in its operations.
- ❑ Long-range strategic planning processes allow for reprioritization of goals when necessary because of changing environments.
- ❑ Planning documents give evidence of the college's awareness of the relationships among educational quality, student learning, and the diverse, complex, global, and technological world in which the college and its students exist.
- ❑ Planning processes involve internal constituents and, where appropriate, external constituents.
- ❑ The college's systems of quality assurance include regular review of whether its educational strategies, activities, processes, and technologies enhance student learning.
- ❑ The college practices periodic environmental scanning to understand the changing needs of its constituencies and their communities.
- ❑ Planning processes project ongoing engagement and service.

D3. The college demonstrates effective internal and external communications.

Rationale: Communication within organizations is often difficult, but it is critical to institutional development. To support its mission, a community college must have open channels for effective communication with students, employees, and the community it serves.

Accessible, current, and accurate information about a college's programs and services enables constituents to make informed decisions regarding their educational futures and to identify the opportunities provided by the college to help them meet their educational needs.

Examples of Evidence:

- ❑ College uses various sources of media
- ❑ Regular internal and external college communications
- ❑ Examples of publications, including college catalog
- ❑ Distribution and dissemination processes for publications/information
- ❑ Surveys of students, employers, and community to determine familiarity with college offerings, program goals, and institutional mission.
- ❑ The college's evaluation of services involves the constituencies served.
- ❑ Service programs and student, faculty, and staff volunteer activities are well received by the communities served.

- ❑ External constituents participate in the college's activities and co-curricular programs open to the public.
- ❑ The college's facilities are available to and used by the community.

D4. Employ qualified personnel, as set forth in 281-Iowa Administrative Code 21.3(1)(260C).

Rationale: Well documented personnel policies covering recruiting, hiring, retaining, classifying, reclassifying or dismissing employees promote a sense of well being, confidence in the equity of the system, and results in commitment to the college from those employees. Clearly defined position qualifications, including licenser requirements, are an integral part of those policies.

Examples of evidence:

- ❑ Review of arts and sciences instructor workload as required by Iowa Code Section 260C.48(2): "[T]he standard academic workload for an instructor in arts and science courses shall be fifteen credit hours per school term and the maximum academic work load for any instructor shall be sixteen credit hours per school term, for classes taught during the normal school day. In addition thereto, any faculty member may teach a course or courses at times other than the regular school week, involving total class instruction time equivalent to nor more than a three-credit-hour course. The total workload for such instructors shall not exceed the equivalent of eighteen credit hours per school term." *(Required)*
- ❑ Review of faculty load according to 281-Iowa Administrative Code 21.3(2)(b): "Career education. The full-time teaching load of an instructor in career education programs shall not exceed six hours per day, and an aggregate of 30 hours per week or the equivalent. An instructor may also teach the equivalent of an additional three credit hours provided the instructor consents to this additional assignment. When the teaching assignment includes classroom subjects (non-laboratory), consideration shall be given to establishing the teaching load more in conformity with that of Paragraph A of this subrule. " [Paragraph A: "College parallel. The full-time teaching load of an instructor in college parallel programs shall not exceed a maximum of 16 credit hours per school term or the equivalent. An instructor may also have a teaching assignment outside of the normal school hours; provided the instructor consents to this additional assignment and the total workload does not exceed the equivalent of 18 credit hours per school term."] *(Required)*
- ❑ Job descriptions with minimum qualifications
- ❑ Approved personnel, employment, hiring policies with evidence of implementation
- ❑ Credentials and transcripts
- ❑ Employee agreements
- ❑ Faculty demographics

D5. Identify needs and provide opportunities for staff development.

Rationale: Continual staff development is critical to maintaining a high level of employee effectiveness and employee satisfaction. An effective plan includes employee input and assessment of employee needs. Such a plan will help ensure fairness and continuity in how staff needs are met, and will provide employees with clear opportunities for involvement. Adequate resources must be allocated to implement the plan.

Examples of Evidence:

- ❑ Financial resources committed to staff development

- ❑ Plans, including needs assessment
- ❑ Results of staff development plans; effectiveness, participation
- ❑ Process to review and update staff development activities
- ❑ Evidence of faculty and staff involvement in planning
- ❑ The college uses its human resources effectively.
- ❑ The college intentionally develops its human resources to meet future changes.
- ❑ The college supports professional development designed to facilitate teaching suited to varied learning environments.
- ❑ The college supports faculty in keeping abreast of the research on teaching and learning, and of technological advances that can positively affect student learning and the delivery of instruction.
- ❑ Faculty members actively participate in professional organizations relevant to the disciplines they teach.
- ❑ The college supports professional development opportunities and makes them available to all of its administrators, faculty, and staff.

E. Finances and Facilities

E1. The college organizes its financial resources to support its offerings and services.

Rationale: Effective organization of financial resources is essential for a college to carry out its mission and to assure its continuing ability to do so. Failure to follow generally accepted accounting principles (GAAP) could adversely affect the college's financial condition.

Examples of Evidence:

- ❑ Annual external audit and management letter
- ❑ Cash flow review
- ❑ Fund balance analysis
- ❑ A pattern of financial expenditures that shows commitment to offerings and services
- ❑ Faculty and staff involvement in budgetary process
- ❑ Planning processes link with budgeting processes.
- ❑ The college's resources are adequate for achievement of the educational quality it claims to provide.
- ❑ Plans for resource development and allocation document an organizational commitment to supporting and strengthening the quality of the education it provides.
- ❑ The college's history of financial resource development and investment documents a forward-looking concern for ensuring educational quality (e.g., investments in faculty development, technology, learning support services, new or renovated facilities).
- ❑ The college's planning and pattern of financial allocation demonstrate that it values and promotes a life of learning for its students, faculty, and staff.

E2. The college has physical resources and appropriate technologies to support its offerings and services, as set forth in rule 281-Iowa Administrative Code 21.8.

Rationale: Students and employees, including those with disabilities, must have adequate facilities to meet their needs to learn and work. For students to succeed and develop skills required in today's employment market, adequate and current instructional equipment is necessary. The adaptation of new

technologies assists a college and staff in creating and maintaining an effective teaching/learning processes.

Examples of Evidence:

- ❑ Short and long-range plans reflect needs assessment
- ❑ Assessment of student and employee needs
- ❑ Allocation of financial resources
- ❑ Utilization statistics
- ❑ Documentation of improvements and equipment acquisition
- ❑ Plans for evaluation and improvement of instructional equipment
- ❑ Advisory committee participation
- ❑ The college employs, when appropriate, new technologies that enhance effective learning environments for students.

STATE ACCREDITATION TEAM

Team Composition

Evaluation teams will be composed of DE staff, one of whom will be the team leader, and community college personnel. The size of the team will be determined by the size of the institution and the needs of the particular evaluation visit. Community college personnel will include at least one administrator and one faculty/staff member. A process for nomination, selection, and training of team members will be developed and implemented. Team members will receive training in state evaluation procedures. Team members, other than those from the department, will be compensated for expenses incurred by the college being evaluated.

Team Selection

The following criteria will be considered in determining team membership:

- ❑ Members will be selected from individuals completing the annual state training.
- ❑ Community College Faculty representatives will be included on each team.
- ❑ All community colleges will be given the opportunity to provide members over a period of two years. Members must meet team selection criteria.
- ❑ Individuals with NCA expertise will be included on each team, when possible.
- ❑ Team will include members with prior experience on state accreditation teams and team members without prior experience.
- ❑ Members will be selected who have interest and expertise in the areas selected by the community college for review.
- ❑ Exceptions may be made to the above criteria to accommodate community college accreditation needs.

Team review procedure

- ❑ Determine qualified potential team members using above criteria.
- ❑ Create team list and convey names to community college contact (usually the accreditation chair) for review with the community college president.
- ❑ Review the team membership list with the president and accreditation chair by phone.

- ❑ Contact and confirm each team member.
- ❑ Review with Division of Community Colleges administration.

Team Responsibilities

The primary team responsibility of the accreditation team is to determine if the institution meets the requirements as set forth in the administrative rules for state accreditation of community colleges.

Individual team member responsibilities are to:

- ❑ Read all materials before the visit, determine individual questions and concerns, and identify potential areas of strength, particularly as it pertains to assigned area of responsibility.
- ❑ Meet with the team at the beginning of the visit to jointly identify questions/concerns and potential strengths for team investigation and to discuss areas of responsibility.
- ❑ Investigate assigned areas during the visit to determine answers to identify questions/concerns and to gain additional information on strengths.
- ❑ Meet with the team during the visit to discuss individual views regarding assigned areas.
- ❑ Participate in final site team meeting to reach team consensus regarding accreditation report.
- ❑ Attend exit interview.
- ❑ Write final report with specific supporting documentation for all criteria assigned.
- ❑ Write individual assignment for the team report and submit to the team leader by the end of the accreditation visit.

The final report, including recommendations for institutional improvement, is written by the team chair. It will be distributed to team members for corrections and comments before general distribution.

Team members are permitted to share opinions and information with community college personnel as the evaluation visit takes place. However, Team members are not permitted to offer advice that may be construed as team recommendations or requirements. Recommendations or requirements will be the collective decision of the team and will be made through the formal report process. There is a difference between opinion and advice and the DE will rely on the professionalism of team members to make these distinctions.

Team members will be expected to demonstrate professionalism in conduct throughout the visit. All discussions held in team meetings are considered confidential and are not be shared with anyone outside the team, except as mutually agreed upon and included in the accreditation report.

Planning Checklist for the Team Chairperson

The team chair is to:

- ❑ Make hotel reservations
- ❑ Reserve a team meeting room at the hotel, if possible
- ❑ Contact the institution to provide a meeting room for the team on campus
- ❑ Provide secretarial assistance or word processing equipment, if possible
- ❑ Arrange for meetings during the visit with:
 - ✓ Members of the governing board
 - ✓ Representatives other related agencies as appropriate
 - ✓ Faculty representatives
 - ✓ Student representatives

- ✓ Alumni and community leaders
- ❑ Announce the visit and the availability of the team to confer with institutional personnel during "open time"
- ❑ Make certain that all key personnel are available during the visit
- ❑ Set aside in the team's meeting room on campus necessary materials
- ❑ Mail all institutional materials to the team one month before the visit
- ❑ The team chair should contact team members to:
- ❑ Welcome any new evaluators and offer to provide additional assistance
- ❑ Notify team members of hotel and other arrangements
- ❑ Schedule the first team meeting
- ❑ Share the preliminary evaluation plan
- ❑ Make assignments of areas of special responsibility, including report writing
- ❑ Request that they review the *Guidelines for Accreditation* and that they bring it with them to the institution

Schedule for comprehensive and interim site visits

The state accreditation chairperson will work with the community college chairperson to plan the schedule.

Comprehensive visit: The comprehensive visit is generally two and one-half days in length. Two is considered the minimum. The length of the comprehensive visit length depends upon several factors:

- ❑ Number of campus sites to be visited by the team
- ❑ Number of team members
- ❑ Size of the community college system

Interim visit: The interim visit is generally two and one-half days in length. Two is considered the minimum. But the length of the visit could vary depending upon several factors, including the following:

- ❑ Number of campus sites to be visited by the team
- ❑ Topics selected by the community college for review by the state accreditation team
- ❑ Number of team members

Team members' time during the comprehensive or interim visit includes the following:

- ❑ Review of resource room materials
- ❑ Unscheduled blocks of time to conduct interviews and collect data on assigned criteria. The validity of the final team report depends upon quality research and inquiry by each team member.
- ❑ Independent time for review of findings and preliminary report writing
- ❑ Introductory team meeting with community college personnel
- ❑ Prearranged group meetings regarding identified topics
- ❑ Prearranged individual team member meeting with individual or small group
- ❑ Meetings scheduled during the visit by team members
- ❑ Team meetings

APPENDIX 1

FREQUENTLY ASKED QUESTIONS

What is the reason for state accreditation of community colleges?

Iowa legislation created state accreditation of community colleges.

What are the five North Central Accreditation (NCA) criteria? [Replaced with new criteria, 2004]

1. The institution has clear and publicly stated purposes consistent with its mission and appropriate to an institution of higher education.
2. The institution has effectively organized the human, financial, and physical resources necessary to accomplish its purposes.
3. The institution is accomplishing its educational and other purposes.
4. The institution can continue to accomplish its purposes and strengthen its educational effectiveness.
5. The institution demonstrates integrity in its practices and relationships.

Can the community college submit the NCA self-study report for the state accreditation?

Absolutely. Just reference the places within the NCA report, by page and paragraph, where the evidence for the state criteria can be found. A sample is supplied in the Appendix. When the NCA self-study does not address the criteria, additional information will need to be presented.

Will the NCA and state accreditation teams visit at the same time?

The community college has the prerogative to schedule the state accreditation visits whenever they choose within the same year as NCA.

Should the answer format for all criteria be the same?

No. Criteria C1, under Student Support Systems and Services, is an example of one criterion, which can be answered with yes, or no. Either there is a current catalog or there is not a current catalog. Other responses will be detailed and may include charts, narrative or a variety of data presented in a method, which will best demonstrate the evidence.

Why are there so few required examples of evidence listed under the state accreditation criteria?

The state accreditation process is designed to move away from the concept of "minimum accreditation standards." Therefore, there are few required examples of evidence since that might imply that "required" examples of evidence are adequate to meet the criteria. In some cases, items such as the community college catalog and the board policy book are examples of single methods to provide evidence.

Which of the examples of evidence should we use?

Examples of evidence are only suggestions about what might be included. The community college has the discretion to create a body of evidence within the self-study to demonstrate, both to itself and to the state, that it meets the criteria. The self-study may include items listed in the Guide as examples of evidence and/or other items not listed in the Guide.

How are state accreditation team members chosen and trained?

Community college presidents recommend personnel for state accreditation training and different teams are selected from this group for each accreditation visit. Each team is designed to meet the needs of the assigned accreditation with attention given to balancing team member areas of expertise and experience.

Who pays the expenses for the accreditation team?

The DE pays for their employees and the community college that is being visited pays for other team members expenses at their standard rate. No reimbursement will be made for expenses unrelated to accreditation activities.

Will other state visits be held simultaneously with state accreditation visits?

The DE believes the focus should be on state accreditation during the first year of implementation. Incorporation of other state visits into the accreditation process can be discussed in the future.

APPENDIX 2

SAMPLE TIMELINE FOR THE IOWA COMPREHENSIVE EVALUATION PROCESS

(This sample timeline, which is based on NCA's timeline, assumes that all visits will be scheduled between September and May.)

Prior to visit	By	Action
12 months	DE	Discussion with the institution regarding scheduled evaluation
12 months	Community college	Initiates planning the integration of Iowa evaluation components into their NCA self study process
5 months	Community college	Notifies the DE of its self-study coordinator and its preferred dates for the visit.
5 months	DE	DE conducts on-site visit to college to discuss accreditation, the accreditation process, schedules, and specific expectations for the evaluation visit
5 months	DE	Selects proposed team members and discusses with institution
4 months	DE	Invites team members
4 months	DE	Notifies institution and team that team is complete
4 months	DE	Finalizes specific team assignments
3–4 months	Team	Team chair contacts institution to make preliminary arrangements for evaluation visit; facilities, materials available, tentative schedule, etc.
1–2 months	Community college	Sends one complete set of evaluation materials to each member of the evaluation team and to the DE (Self-study readiness determines timeline)

Prior to visit	By	Action
1–2 months	DE	Sends to team and institution materials for the visit
1 month	DE	Contacts institution to finalize visit details; schedule changes, materials to be on hand based on review of self-study

*Accreditation visit occurs.
Preliminary draft of accreditation report is prepared on site.*

After visit	By	Action
2 weeks	Team	Team member reports completed and submitted to team chair
2 months	Team	Team chair completes final draft of report and circulates it first to team members and then to the institution and the DE for corrections of errors in fact
2 months	All	Institution, team members, and DE staff respond to final draft Team Report
3 months	DE	Finalizes team report based on comments received
3 months	DE	Duplicates team report and sends copies to the institution and the team
3–4 months	Community college	Sends formal response to team report to DE and team members
4 months	DE	Submits report and recommendation to Iowa State Board of Education for action
4 months	DE	Notifies institution of State Board action, recommendations, etc.

After visit	By	Action
As determined in report	Community college	Submits plan for correction of deficiencies indicated by State Board, and for addressing other recommendations, comments, etc. contained in the final team Report. (According to 260C.47(3) "The deadline for correction of deficiencies under a plan shall be no later than June 30 of the year following the onsite visit of the accreditation team.")
Before June 30 of the next fiscal year	DE	Revisit the institution to determine correction of deficiencies
July of the following fiscal year	DE	Submits report and recommendation to State Board for action (further actions should the State Board not grant full accreditation will follow 260C.47(5-7)

APPENDIX 3

IOWA CODE 1997: SECTION 260C.47

1. The state board of education shall establish an accreditation process for community college programs by July 1, 1997. The process shall be jointly developed and agreed upon by the department of education and the community colleges. The state accreditation process shall be integrated with the accreditation process of the north central association of colleges and schools, including the evaluation cycle, the self-study process, and the criteria for evaluation, which shall incorporate the standards for community colleges developed under section 260C.48; and shall identify and make provision for the needs of the state that are not met by the association's accreditation process. If a joint agreement has not been reached by July 1, 1997, the approval process provided under section 260C.4, subsection 4, shall remain the required accreditation process for community colleges. For the academic year commencing July 1, 1998, and in succeeding school years, the department of education shall use a two-component process for the continued accreditation of community college programs.

a. The first component consists of submission of required data by the community colleges and annual monitoring by the department of education of all community colleges for compliance with state program evaluation requirements adopted by the state

b. The second component consists of the use of an accreditation team appointed by the director of the department of education, to conduct an evaluation, including an on-site visit of each community college, with a comprehensive evaluation to occur during the same year as the evaluation by the north central association of colleges and schools, and an interim evaluation midway between comprehensive evaluations. The number and composition of the accreditation team shall be determined by the director, but the team shall include members of the department of education staff and community college staff members from community colleges other than the community college that conducts the programs being evaluated for accreditation.

c. Rules adopted by the state board shall include provisions for coordination of the accreditation process under this section with activities of accreditation associations, which are designed to avoid duplication in the accreditation process.

2. Prior to a visit to a community college, members of the accreditation team shall have access to the program audit report filed with the department for that community college. After a visit to a community college, the accreditation team shall determine whether the accreditation standards for a program have been met and shall make a report to the director and the state board, together with a recommendation as to whether the program of the community college should remain accredited. The accreditation team shall report strengths and weaknesses, if any, for each program standard and shall advise the community college of available resources and technical assistance to further enhance strengths and improve areas of weakness. A community college may respond to the accreditation team's report.

3. The state board shall determine whether a program of a community college shall remain accredited. If the state board determines that a program of a community college does not meet accreditation standards, the director of the department of education, in cooperation with the board of directors of the community college, shall establish a plan prescribing the procedures that must be taken to correct deficiencies in meeting the program standards, and shall establish a deadline date for correction of the deficiencies. The

deadline for correction of deficiencies under a plan shall be no later than June 30 of the year following the on-site visit of the accreditation team. The plan is subject to approval of the state board. Plans shall include components which address meeting program deficiencies, sharing or merger options, discontinuance of specific programs or courses of study, and any other options proposed by the state board or the accreditation team to allow the college to meet the program standards.

4. During the time specified in the plan for its implementation, the community college program remains accredited. The accreditation team shall revisit the community college and shall determine whether the deficiencies in the standards for the program have been corrected and shall make a report and recommendation to the director and the state board. The state board shall review the report and recommendation, may request additional information, and shall determine whether the deficiencies in the program have been corrected.

5. If the deficiencies have not been corrected in a program of a community college, the community college board shall take one of the following actions within sixty days from removal of accreditation:

- a. Merge the deficient program or programs with a program or programs from another accredited community college.
- b. Contract with another educational institution for purposes of program delivery at the community college.
- c. Discontinue the program or programs, which have been identified as deficient.

6. The director of the department of education shall give a community college, which has a program, which fails to meet accreditation standards, at least one year's notice prior to removal of accreditation of the program. The notice shall be given by certified mail or restricted certified mail addressed to the superintendent of the community college and shall specify the reasons for removal of accreditation of the program. The notice shall also be sent by ordinary mail to each member of the board of directors of the community college. Any good faith error or failure to comply with the notice requirements shall not affect the validity of any action by the director. If, during the year, the community college remedies the reasons for removal of accreditation of the program and satisfies the director that the community college will comply with the accreditation standards for that program in the future, the director shall continue the accreditation of the program of the community college and shall transmit notice of the action to the community college by certified mail or restricted certified mail.

7. The action of the director to remove a community college's accreditation of the program may be appealed to the state board. At the hearing, the community college may be represented by counsel and may present evidence. The state board may provide for the hearing to be recorded or reported. If requested by the community college at least ten days before the hearing, the state board shall provide for the hearing to be recorded or reported at the expense of the community college, using any reasonable method specified by the community college. Within ten days after the hearing, the state board shall render a written decision, and shall affirm, modify, or vacate the action or proposed action to remove the college's accreditation of the program. Action by the state board is final agency action for purposes of chapter 17A.

IOWA ADMINISTRATIVE RULES

281—21.10(260C) Accreditation.

21.10(1) Purpose. The purpose of accreditation of Iowa's community colleges is to confirm that each college is offering quality programs and services consistent with state standards.

21.10(2) Scope. Each community college is subject to accreditation by the state board of education, as provided in Iowa Code Section 260C.47. The state board of education shall grant accreditation if a community college meets the standards established in this chapter.

21.10(3) Accreditation components. In order to be accredited by the state board of education and maintain accreditation status, a community college must be accredited by the North Central Association of Colleges and Schools, and meet the additional requirements stated for each component, as follows:

a. Mission and Governance.

- (1) Have a mission statement, which reflects community needs.
- (2) Have an organizational structure which reflects the mission of the institution
- (3) Provide broad involvement and participation in the governance of the institution.
 1. Provide a current board policy manual, as set forth in subrule 21.2(1).
 2. Document that policies are in place, communicated and implemented, as set forth in subrule 21.2(1).
- (4) Have policies and procedures which are accessible, revised periodically, are communicated on a regular basis, reflect the needs of the constituencies, and serve as a basis for college operations.
- (5) Ensure efforts to make education and services available to all learners, as outlined in Iowa Code subsection 260C.48(3).
- (6) Demonstrate awareness and understanding of diverse cultures.

b. Instruction and curriculum.

- (1) Utilize criteria for awarding certificates, diplomas, and degrees, which include a general education component in degree and diploma programs, as set forth in subrule 21.2(10).
- (2) Meet, to the greatest extent possible, educational opportunities and services, when applicable, but not be limited to:
 1. The first two years of college work including preprofessional education.
 2. Vocational and technical training.
 3. Programs for in-service training and retraining of workers.
 4. Programs for high school completion for students of post-high school age.
 5. Programs for all students of high school age, who may best serve themselves by enrolling for vocational and technical training, while also enrolled in a local high school, public or private.
 6. Programs for students of high school age to provide advanced college placement courses not taught at a student's high school while the student is also enrolled in the high school.
 7. Student personnel services.
 8. Community services.
 9. Vocational education for persons who have academic, socioeconomic, or other disabilities which prevent succeeding in regular vocational education programs.

10. Training, retraining, and all necessary preparation for productive employment of all citizens.
 11. Vocational and technical training for persons who are not enrolled in a high school and who have not completed high school.
 12. Developmental education for persons who are academically or personally underprepared to succeed in their program of study, as set forth in Iowa Code section 260C.1.
- (3) Provide learning resource services which support the instructional and informational needs of the students, staff, college, and community, as set forth in rule 21.5(260C).
 - (4) Provide educational services which are responsive to the needs of individuals, business, industry, labor, and community.
 - (5) Have an articulation process with secondary and postsecondary educational institutions.
- c. Student support systems and services.
- (1) Provide a catalog which shall be the official publication of the community college, as set forth in subrule 21.2(7).
 - (2) Follow a defined process for developing and maintaining educational programs, including assessing student academic achievement.
 - (3) Maintain accurate, confidential, and accessible student records, as set forth in subrule 21.2(11).
 - (4) Provide services which address recruitment, admissions, assessment/placement, advisement, orientation, financial assistance, counseling, records retention, and student activities which are responsive to the needs and expectations of students.
 - (5) Provide a student-centered environment.
 - (6) Provide curricular support services through counseling, academic advisement, and placement transition assistance based on identified student needs.
- d. Administration and human resources.
- (1) Demonstrate ethical practices in both internal and external relationships.
 - (2) Utilize a comprehensive, ongoing strategic planning process in which staff analyze and evaluate data and information for continued institutional effectiveness.
 - (3) Demonstrate effective internal and external communications.
 - (4) Employ qualified and appropriately licensed personnel, as set forth in rule 21.3(260C).
 - (5) Identify needs and provide opportunities for staff development.
- e. Finances and facilities.
- (1) Organize financial resources to support its offerings and services.
 - (2) Provide physical resources and appropriate technologies to support its offerings and services, as set forth in rule 21.6(260C).

281—21.11(260C) Community college accreditation process.

21.11(1) Components. The community college accreditation process shall include two components as follows:

- a. Each community college shall submit required data to be monitored on an annual basis by the department of education for compliance with program evaluation requirements adopted by the state board of education.

b. The department of education shall conduct an on-site comprehensive evaluation of each community college during the same year as the evaluation by the north central association of colleges and schools. The department of education shall conduct an interim evaluation midway between comprehensive evaluations. The comprehensive evaluation will be conducted no less than once each ten-year period, and the interim evaluation will be conducted five years following each comprehensive evaluation.

21.11(2) Accreditation team. The size and composition of the accreditation team shall be determined by the director, but the team shall include members of the department of education staff and staff members from community colleges other than the community college being evaluated for accreditation.

21.11(3) Accreditation team action. After a visit to a community college, the accreditation team shall determine whether the accreditation standards have been met and shall make a report to the director and the state board of education, together with a recommendation as to whether the community college should remain accredited. The accreditation team shall report strengths and weaknesses, if any, for each standard and shall advise the community college of available resources and technical assistance to further enhance strengths and improve areas of weakness. A community college may respond to the accreditation team's report.

21.11(4) State board of education consideration of accreditation. All community colleges shall be deemed accredited upon the date of implementation of these rules. The state board of education shall determine whether a community college shall remain accredited. Approval of a community college by the state board of education shall be based on the recommendation of the director of the department of education after study of the factual and evaluative evidence on record pursuant to the standards described in this chapter, and based upon the timely submission of information required by the department of education in a format provided by the department of education.

a. Accreditation granted. Continuation of accreditation, if granted, shall be for a term of ten years; however, approval for a lesser term may be granted by the state board of education if it determines conditions so warrant.

b. Accreditation denied or conditional accreditation. If the state board of education denies accreditation or grants conditional accreditation, the director of the department of education, in cooperation with the board of directors of the community college, shall establish a plan prescribing the procedures that must be taken to correct deficiencies in meeting the standards and shall establish a deadline for correction of the deficiencies. The deadline for correction of deficiencies under a plan shall be no later than June 30 of the year following the on-site visit of the accreditation team. The plan is subject to approval of the state board of education. Plans shall include components which address correcting deficiencies, sharing or merger options, discontinuance of specific programs or courses of study, and any other options proposed by the state board of education or the accreditation team to allow the college to meet the standards.

c. Implementation of plan. During the time specified in the plan for its implementation, the community college remains accredited. The accreditation team shall revisit the community college and shall determine whether the deficiencies in the standards have been corrected and shall make a report and recommendation to the director and the state board of education. The state board of

education shall review the report and recommendation, may request additional information, and shall determine whether the deficiencies have been corrected.

d. Removal of accreditation. The director shall give a community college which fails to meet accreditation standards at least one year's notice prior to removal of accreditation. The notice shall be given by certified mail or restricted certified mail addressed to the chief executive officer of the community college and shall specify the reasons for removal of accreditation. The notice shall also be sent to each member of the board of directors of the community college. If, during the year, the community college remedies the reasons for removal of accreditation and satisfies the director that the community college will comply with the accreditation standards in the future, the director shall continue the accreditation and shall transmit notice of the action to the community college by certified mail or restricted certified mail.

e. Failure to correct deficiencies. If the deficiencies have not been corrected in a program of a community college, the community college board shall take one of the following actions within 60 days from removal of accreditation:

- (1) Merge the deficient program or programs with a program or programs from another accredited community college.
- (2) Contract with another educational institution for purposes of program delivery at the community college.
- (3) Discontinue the program or programs which have been identified as deficient.

f. Appeal process provided. The action of the director to remove a community college's accreditation may be appealed to the state board of education as provided in Iowa Code subsection 260C.47(7).

APPENDIX 4

DEFINITIONS RELATING TO ACCREDITATION

Access. The right of all individuals to educational opportunities, regardless of obstacles that may impede their success, including, but not limited to, geographic; financial; academic; physical; social; economic; and other institutional barriers. Access preserves and clarifies the concept of the "open door" upon which community colleges were founded, but places the responsibility to provide educational opportunities that enable students to succeed on the community college and on the State.

Accreditation. The approval process that confirms that standards established by the State Board for community college functions have been met.

Achievement. The measurable progress made by an individual in meeting his/her educational objective(s) and those established by the community college.

Administration. Management and supervisory activities that support services necessary for the direction and control of an institution.

Approval. A formal action by the State Board to grant a community college the authority to continue to carry out functions.

Articulation. The process of mutually agreeing upon courses and programs earned at a sending institution which are transferable between secondary or post-secondary institutions for credit or advanced placement at a receiving institution.

Assessment. Any practice or procedure used in evaluating individuals, programs or functions.

Community. A group of individuals with common interests. Within the context of a community college, this refers to any "community," from the classroom to the entire college district.

Constituent. An individual residing within the college district.

Criteria. The requirements necessary for accreditation as established by the Iowa State Board of Education.

Developmental Education. A series of instructional and support services designed to provide opportunities for each student who requires assistance to successfully meet a career goal through post-secondary education. Developmental education assumes that each student has the ability to succeed in his or her program of choice, given the needed support and/or assistance.

Diversity. The wide range of individual differences (such as race, ethnicity, beliefs, values, customs, social, economic background, skills, culture, ability, age, gender) present in a community.

Function. Those programs, activities and services that comprise all aspects of a college relevant to fulfilling its mission.

General Education. That portion of an instructional program designed to impart common knowledge, promote intellectual inquiry, and stimulate the examination of different perspectives.

Governance. The manner and method of administering the affairs of a community college.

Graduate. A person who has fulfilled all the requirements of a program and has earned a certificate, diploma or degree.

Institutional Effectiveness. The level at which a community college meets the needs of its constituents.

Learning Resources. Library, media and information services which include a range of information sources, associated equipment, and services accessible to students, staff, and the community.

Program. Instructional program; a grouping of courses leading to a degree, diploma or certificate.

Underprepared. Lacking the background and experiences which would provide a student or potential student with the basic skills necessary to succeed in post-secondary education.

APPENDIX 5

SAMPLE GUIDES TO MATERIALS IN THE RESOURCE ROOM

Provided by Southeastern Community College. Used with permission.

Alphabetical listing with Resource Room reference number.

- ❑ 21st Century Plan (Future physical facilities master plan) [1]
- ❑ Academic Admission, Good Standing, and Completion Policies (See Board Policies 500 Series [11])
- ❑ Activities and Club Budgets (See Student Services Manual/Report [90])
- ❑ ADA report/plan [2]
- ❑ Administrative guidelines manual [3]
- ❑ Adult Basic Education/GED - See Continuing and Extended Education Reports [28]
- ❑ Advanced placement information - see student services manual/report [90]
- ❑ Advisory Committees: Minutes of Meetings, Activities[4]
- ❑ Affirmative action (AA)/equal opportunity (EEO) [5]
- ❑ Alumni Association: Minutes of meetings, scrapbook [6]
- ❑ Annual progress reports, Southeastern Community College [7]
- ❑ Articulation Agreements and Reports (K-12 and Upper Level) [8]
- ❑ Assessment (Assessing Student Academic Achievement: Process, results, minutes....) [9]
- ❑ ASSET-Based Course Placement Report (See Student Services Manual/Report [90])
- ❑ Blackhawk Booster Club Materials [10]
- ❑ Board Policies Manual [11]
- ❑ Bond issues materials, 1990, 1994, 1995 [12]
- ❑ Buildings & Grounds Committee Meeting Minutes [13]
- ❑ Carl Perkins Report (See SuCCess Center Report [94])
- ❑ Catalogs of the College [14]
- ❑ Center for Business & Industry (CBIS) Materials (includes job training projects, Workforce Development Center Information & 21st Century Workforce Report) [15]
- ❑ Chapter 4 , History and Introduction Documentation and Exhibits Notebook [16]
- ❑ Chapter 5, Mission and Purpose Exhibits Notebook [17]
- ❑ Chapter 12, Educational Programs Exhibit Notebook [18]
- ❑ Chapter 17, Policies and Practices Exhibit Notebook [18a]
- ❑ Chapter 8, Academic Resources, Library Section, Exhibit Notebook [18b]
- ❑ *Chiaroscuro* [19]
- ❑ Child Care Centers Brochure [20]
- ❑ Class Roster by Instructor, Fall 1998 [21]
- ❑ Credit Class Schedules/Catalogs [22]
- ❑ Code of Iowa, Chapter 260 [23]
- ❑ College-County Fair Services Association (CCFSA) Meeting Minutes [24]
- ❑ Communication at SCC (Examples: *Voice*, *MISCC*, *Campus Connections*, *Vision*, *FYI & Fast Facts*) [25]
- ❑ Comprehensive Market Study by Clarus Corporation, 1998 [26]
- ❑ Continuing and Extended Education Enrichment Course Schedules/Catalogs [27]

- ❑ Continuing and Extended Education Reports (includes Iowa New Choices) [28]
- ❑ Critical Performance Indicators Report (Administrative assessment measurement tool) [29]
- ❑ Crusade (Alternative) High School Photo Album [30]
- ❑ Curriculum Committee Minutes (formerly Program Review Committee/PRC) [31]
- ❑ Curriculum Policies (See Board Policies, 600 Series [11])
- ❑ Dayton & Bill Hill Schools of Cosmetology Agreements and Brochures [32]
- ❑ Default Management Plan [33]
- ❑ Dial Corporation Integrating Work & Learning Workplace Literacy Project [34]
- ❑ Distance Learning (See Iowa Communication Network [53])
- ❑ Economic Impact Study of Southeastern Community College on the Region [35]
- ❑ *Edu-Cable* materials (SCC's local TV cable channel) [36]
- ❑ Enrollments Reports [37]
- ❑ Equal Opportunity Policy (See Affirmative Action/EEO [5])
- ❑ Equity Report [38]
- ❑ Fall & Spring Faculty/Staff Assemblies Programs [39]
- ❑ Financial and Compliance Reports [40]
- ❑ Fine Arts, including Music and Art (See Studio Art Agenda [93])
- ❑ Foundation Minutes, Financial Statements, Reports, Scholarships Policies [41]
- ❑ Futures Task Force, 1998 [42]
- ❑ Graduate Follow-up Survey, 1994-1996 (See Placement Reports in Student Services Manual/Report [90])
- ❑ Guide for State Accreditation of Iowa Community Colleges, Iowa Department of Education [43]
- ❑ Handbooks for Faculty [44]
- ❑ Hope Tax Credit Materials [45]
- ❑ Human Resources Job Postings Examples [46]
- ❑ Human Resources Policies (See Board Policies #401 [11])
- ❑ Institutional Effectiveness (IE) Structure, 1998 [47]
- ❑ Instructional Leadership/Departmental Chairs Materials [48]
- ❑ Instruction: Academic Code (Under Construction) [48a]
- ❑ Instruction: Tentative Teaching Assignments [48b]
- ❑ Integrated Post-Secondary Data System (IPEDS) Report [49]
- ❑ Internal Revenue Service Letter [50]
- ❑ Internet Home Page and Intranet Information and Print-out (www.secc.cc.ia.us) [51]
- ❑ Iowa Association of Community College Trustees 1998 Legislative Program [52]
- ❑ Iowa Communications Network (ICN); includes Distance Learning [53]
- ❑ Iowa New Choices/Displaced Homemaker (See Continuing and Extended Education [28])
- ❑ Landscaping Plan [54]
- ❑ Lifetime Learning Credit Materials [55]
- ❑ Maintenance Plan (See Board Policies #770 [11])
- ❑ Manufacturing Technology Center (MTC) Materials [56]
- ❑ Marketing Materials (See also display throughout the Resource Room) [57]
- ❑ NCA Constituent Surveys, 1997 [58]
- ❑ NCA Institutional Annual Reports [59]
- ❑ Nursing Program Report & NCLEX Quarterly Report, April - June 1998 [60]
- ❑ Office Technology Program, best practices in [61]
- ❑ Operating Budgets, current and past [62]
- ❑ Organizational Charts, 1998 [63]
- ❑ Pierson Property File (See Foundation materials [41])

- ❑ Placement (Job) Report (See Student Services Manual/Report [90])
- ❑ Post-Secondary Enrollment Options Act [64]
- ❑ President's Cabinet Meeting Minutes [65]
- ❑ Presidential Search Process [66]
- ❑ Professional Development Day Materials [67]
- ❑ Professional Improvement Credit (PIC) materials [68]
- ❑ Program Brochures (includes Career Education and Arts & Sciences) [69]
- ❑ Program Review/Program Evaluation Process [70]
- ❑ Robotics/Automation Technology Review [71]
- ❑ Roquette Maintenance Mechanic Training Project [72]
- ❑ SCC Board of Trustees: Minutes of meetings [73a]; Trustees Handbook [73b]
- ❑ SCC Educational Support Association Bargaining Agreement [74]
- ❑ SCC Employees Training Schedule (See Staff Development [83])
- ❑ SCC Higher Education Association Bargaining Agreement [75]
- ❑ SCC Scrapbook/News Clippings [76]
- ❑ School-to-Work/ Tech Prep Materials [77]
- ❑ Self-Study and Appendices, 1988 [78]
- ❑ Self-Study Steering Committee: Correspondence with NCA & State, minutes of Meetings, correspondence with Steering Committee members, internal communications, external communications, and logistics [79]
- ❑ Self-Study Steering Committee: Budget, consultants, video [80]
- ❑ Self-Study Study Committees' draft reports [81]
- ❑ Small Business Development Center (SBDC) materials [82]
- ❑ Special Populations (See SuCCess Center Information [94])
- ❑ Staff Development [83]
- ❑ Strategic Plans, 1992, 1996, 1998-2003 [84]
- ❑ Student Athlete Handbook [85]
- ❑ Student Characteristics Reports [86]
- ❑ Student Government (Student Board), South Campus: Minutes of meetings [87]
- ❑ Student Government (Student Senate), North Campus: Minutes of meetings [88]
- ❑ Student Handbook [89]
- ❑ Student Services Manual and Report (includes admissions, activities and clubs budgets, advanced placement, student assistance referral agencies list, study of non-returning students, job placement report, etc.) [90]
- ❑ Student Services Policies (See Board Policies 500 Series [11])
- ❑ Student Support Services (TRIO) materials [91]
- ❑ Student Transfer Reports [92] (See also upper level articulation agreements [8])
- ❑ Studio Art Agenda [93]
- ❑ Study of Non-Returning Students (See Student Services Manual/Report [90])
- ❑ SuCCess Center Report [94]
- ❑ Summary of SCC Self-Study: Strengths, challenges and recommendations (for accreditation and planning purposes) [95]
- ❑ Technology Plan (Computing standards and distribution list) [96]
- ❑ Transfer (Student) Reports [8 & 92]
- ❑ Tri-State Agriculture Foundation Materials [97]
- ❑ U.S. Department of Education Institutional Participation & Oversight Service letter [98]
- ❑ Video "Education That Works" (See VCR/TV in Resource Room [99])
- ❑ View Book [100]

- ❑ Workforce Development Center (See Center for Business and Industry Services Materials [15])

Provided by Eastern Iowa Community College District [EICCD]. Used with permission.

- ❑ Articulation agreements with high schools and senior colleges [47]
- ❑ Chancellor and Board of Directors materials [2]
- ❑ College Council minutes [33]
- ❑ College retention plans [37]
- ❑ Comparison of EICCD program evaluation process and state program review and evaluation system [52]
- ❑ *Consensus* (District-wide newsletter) [23]
- ❑ Credit class schedules [19]
- ❑ District advising plan [35]
- ❑ District marketing and recruitment plan [38]
- ❑ District quality services plan [40]
- ❑ District retention plan [36]
- ❑ District Student Assessment Committee minutes [42]
- ❑ District student financial resources plan [39]
- ❑ Educational services agreement between EICCD and Black Hawk College [48]
- ❑ EICCD Administrative Council minutes [32]
- ❑ EICCD administrative procedures manual [5]
- ❑ EICCD affirmative action plan [10]
- ❑ EICCD Board of Directors meeting minutes [7]
- ❑ EICCD board policy manual [4]
- ❑ EICCD board policy review process [6]
- ❑ EICCD catalog [17]
- ❑ EICCD employees and faculty evaluation process [12]
- ❑ EICCD Instructional Leadership Team [46]
- ❑ EICCD master contract with faculty bargaining unit [13]
- ❑ EICCD master plan and strategic priorities, FY1997–FY2000 [25]
- ❑ EICCD mission, quality vision statement, philosophy, and beliefs [1]
- ❑ EICCD organizational charts [3]
- ❑ EICCD personnel handbook [8]
- ❑ EICCD personnel hiring policies/process/guides [9]
- ❑ EICCD Student Development Council minutes [34]
- ❑ Employee demographic information [11]
- ❑ Environmental scans (examples, 1997–1998) [29]
- ❑ Evaluation of entry-level assessment tests [43]
- ❑ Example of improvement plan resulting from program evaluation [56]
- ❑ External audit [15]
- ❑ External climate report [28]
- ❑ Financial report [14]
- ❑ Four-year schedule for program evaluation [51]
- ❑ General Education Review Committee [59]
- ❑ Guide to master planning process [24]
- ❑ Information technology plan and budget [30]
- ❑ Institutional effectiveness indicators reports [26]
- ❑ Internal climate reports [27]

- ❑ Internet home pages of district colleges and example of instructional program [18]
- ❑ Labor market assessments of programs [27]
- ❑ Noncredit class schedules [20]
- ❑ Pre and post assessment instruments and scores for vocational-technical programs [57]
- ❑ Program development and approval process and schedule [49]
- ❑ Program evaluation process for vocational-technical programs [50]
- ❑ Recommendations for general education requirements [58]
- ❑ Results of 1997 program evaluations [55]
- ❑ Student handbook [21]
- ❑ Student satisfaction inventories [41]
- ❑ Student transfer data [45]
- ❑ Synopsis of continuous quality improvement [22]
- ❑ Timeline for evaluating programs [53]
- ❑ Training agreements formed related to 260e and 260f [16]
- ❑ Transfer advising guide [44]
- ❑ Vocational-technical technology improvement plan [31]

APPENDIX 6

IOWA ACCREDITATION VISIT SCHEDULES

Comprehensive state accreditation visits based on NCA 10-year cycle

Area	College	96	97	98	99	00	01	02	03	04	05	06	07	08	09	10
I	NICC															
II	NIACC															
III	ILCC															
IV	NCC															
V	ICCC															
VI	IVCCD															
VII	HCC															
IX	EICCD															
X	KCC															
XI	DMACC															
XII	WITCC															
XIII	IWCC															
XIV	SWCC															
XV	IHCC															
XVI	SCC															

Interim state accreditation visits based on NCA 10-year cycle

Area	College	96	97	98	99	00	01	02	03	04	05	06	07	08	09	10
I	NICC															
II	NIACC															
III	ILCC															
IV	NCC															
V	ICCC															
VI	IVCCD															
VII	HCC															
IX	EICCD															
X	KCC															
XI	DMACC															
XII	WITCC															
XIII	IWCC															
XIV	SWCC															
XV	IHCC															
XVI	SCC															

NOTE: Interim visits scheduled for 2006-2007 school year and beyond differ from previous versions.

APPENDIX 7

SAMPLE CRITERION EVALUATION

Accreditation team members use this data collection form during the on-site visit. Each team member is supplied with a computer disc containing all the criteria for which they have reporting responsible. The information collected by each member is reviewed and discussed in team meetings. The team determines the content of the final accreditation report.

Community college _____ Site _____

Team member _____ Date _____

A. Mission and Governance

A1. The college has a mission statement that reflects community needs.

Rationale: A publicly stated commitment concerning the institution's mission, its purposes, and the constituencies to be served is essential. A clearly projected mission statement provides the college community with a shared sense of purpose, direction, significance, and achievement. It also provides the frame of reference for determination of community needs.

Examples of Evidence:

- ☐ Assessments of the needs of constituents and the community
- ☐ Procedure for evaluation and revision of the mission.
- ☐ Dissemination processes
- ☐ Minutes showing board approval
- ☐ Constituents understands the mission statement
- ☐ Mission reflects the institutional values and practices.

Summary of findings from review of materials, interviews, and observations. This information will be used in the final report. Please use bullet format and Arial 10 font.

1. Findings:

2. Observations/Suggestions:

APPENDIX 8

ACCREDITATION EVALUATION

The state accreditation process for Iowa community colleges has been developed through collaborative activities between community college and Iowa Department of Education personnel. In an effort to continue that interaction and to continuously address improving the process, we welcome your suggestions for improvement based on your experience during this accreditation visit. You may email your comments or write them on this sheet and return it to the accreditation team chair.

Community college visited _____ Date _____

Your role in the accreditation visit: (e.g., team member, college faculty, college Administration, etc.)

1. Suggestions to improve the visit (How would you change the process, etc.)
2. Problems with the process and/or visit that need to be addressed. (Please include possible solutions.)
3. Strengths of the accreditation process

Signature (optional) _____ Date _____

(Your signature indicates that you would be willing to assist the Department of Education by discussing your recommendations as part of an accreditation improvement process.)